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ABSTRACT

This guide contains materials to be used during and after a teleconference on the needs of gay, lesbian, and bisexual college students. The agenda for the conference, a list of presenters, and a list of cooperating institutions are included. Four case studies are presented which portray: the "coming out" of a gay student leader; the introduction of sexual orientation materials into the orientation workshop and resulting cancellations; accomodation of homosexual couples in domestic and married student housing; and the creation of a college Acquired Immune Deficiency Syndrome task force and the relationship of student leadership to homosexual students. Two reference lists providing a combined total of 122 resources on gay, lesbian, and bisexual topics are included as well as two lists of organizations which provide information on these issues. A program evaluation form is also provided. (ABL)

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PARTICIPANT'S GUIDE

ED344142



Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual Students

February 6, 1992

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CG024135

The National Association of Student Personnel Administrators (NASPA) and the National University Teleconference Network (NUTN) Welcome You to Part 2 of
CONTEMPORARY CAMPUS ISSUES



**UNDERSTANDING AND MEETING THE NEEDS OF
GAY, LESBIAN, AND BISEXUAL STUDENTS**

February 6, 1992

This teleconference will provide an opportunity for all members of the campus community to examine the significant developmental needs of gay, lesbian, and bisexual students and the appropriate action to meet those needs. The program will also focus on assisting campuses to deal with homophobia and anti-gay prejudice and harassment, and ultimately providing a supportive campus environment for gay, lesbian, and bisexual students. Successful campus organizing efforts, campus policies, and model programs will be highlighted, and resource materials are included to facilitate follow-up and change.

The videoconference is sponsored by NASPA and NUTN and is being presented live, via-satellite from Washington, DC.

This resource packet contains materials to be used during the teleconference and supplementary materials for follow-up programming after the teleconference. The packet includes:

- Broadcast Schedule & Program Agenda
- List of Presenters
- List of Cooperating Associations
- Case Studies
The case studies are fictional. They are not intended to be reflective of any one person or of any campus incident.
- Resource List
The bibliography is a representative list and is by no means all inclusive.
- Evaluation Form
We need your comments. Please return the completed evaluation form to your local facilitator before you leave.

Thank you for participating today.

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS

FEBRUARY 6, 1992

BROADCAST SCHEDULE

	EASTERN	CENTRAL	MOUNTAIN	PACIFIC
Test Pattern	1:00-1:30	12:00-12:30	11:00-11:30	10:00-10:30
Program	1:30-3:30	12:30-2:30	11:30-1:30	10:30-12:30
Local	3:30-?	2:30-?	1:30-?	12:30-?
Wrap-Around				

PROGRAM AGENDA

(All times listed are based on Eastern Time)

1:00-1:30 p.m.

TEST PATTERN

Local session to prepare participants for the program, introduce presenters, etc.

1:30-3:30 pm.

NATIONAL BROADCAST

- Fear, isolation, and absence of role models
- How is the campus climate changing?
- Assumption of heterosexuality and the impact of homophobia on the campus community
- Discrimination issues

Segment One

Awareness and knowledge: Understanding the needs of gay, lesbian, and bisexual students. Who are these students? Topics to include:

- Developmental issues of adolescents and implications for gay, lesbian, and bisexual students
- Special issues for ethnic minority gay youth
- Coming to terms with sexual identity

Segment Two

Problems and issues: What is happening on today's college campuses? What is the campus climate?

Topics to include:

- Harassment and violence

Segment Three

Strategies and initiatives for improving campus climate:

What are the next steps? Topics to include:

- Role and responsibility of student affairs
- On-going educational programming for students, parents, faculty, staff, and community to understand and respect individual diversity
- Being a role-model/mentor/ally
- Developing campus policies on nondiscrimination and anti-harassment
- Responding to incidents of harassment, bias, discrimination, and/or violence

3:30 p.m.-?

LOCAL PROGRAMMING CONTINUES

PRESENTERS



ROSALIND E. ANDREAS is Vice President for Student Affairs at the University of Vermont. Dr. Andreas received her Ph.D. from the University of Michigan. Before coming to the University of Vermont, she served as the Dean of Students at the University of Arizona and Oakland University (MI). Dr. Andreas was the founding chairperson of the ACPA Commuter Programs Commission, has served on the *NASPA Journal* editorial board, and has written on the topics of student leadership programs, commuter students, and institutional planning. She is also a member of the Board of Directors of Bethel College (KS).

KEVIN BERRILL is Director of the Campus and Anti-Violence Projects of the National Gay and Lesbian Task Force. Located in Washington, DC, the Task Force is a leading national gay and lesbian civil rights advocacy and public education organization. In 1987, Mr. Berrill initiated the Task Force's Campus Project, a program aimed at helping lesbian and gay people on campus organize for equality and against homophobia. He is a frequent lecturer at colleges and universities on the topics of anti-gay violence and victimization. A native of Connecticut, Mr. Berrill is a graduate of Vassar College.

L. LEE KNEFELKAMP is Professor and Chair of the Department of Adult and Higher Education, Teachers College/Columbia University. Dr. Knefelkamp received her Ph.D. from the University of Minnesota. She is a renowned professor, practitioner, consultant, speaker, and author with expertise in student development theory and practice, women in higher education, learning environments, teaching, and administration. Before her appointment at Columbia University, Dr. Knefelkamp served as a Senior Associate with the American Association of Higher Education, and previously held senior academic and administrative positions at Macalester College, American University, and the University of Maryland-College Park.

KATHY OBEAR is President of The Human Advantage, a human resource management firm specializing in employee development seminars and worksite wellness programs. Ms. Obear received her bachelors degree from Washington College (MD), and a masters degree in College Student Personnel from The Ohio State University. She is currently a doctoral candidate at the University of Massachusetts-Amherst. Ms. Obear has previously held positions at Colorado State University and Miami University in Ohio. She is a frequent speaker on the topics of management and leadership, value differences, homophobia, and heterosexism.

JAMIE WASHINGTON is a doctoral intern in the Office of the Vice President for Student Affairs at the University of Maryland-Baltimore County where he served for four years as an Assistant Director of Residential Life. Mr. Washington has received degrees from Slippery Rock State College and Indiana University-Bloomington. He is currently a doctoral candidate at the University of Maryland-College Park. Mr. Washington is committed to addressing issues of oppression for all people and conducts workshops in the areas of racism, sexism, heterosexism/homophobia and developing successful multicultural communities.

COOPERATING ASSOCIATIONS



The following associations have promoted the video teleconferences to their members. NASPA and NUTN would like to express their thanks.

- ☐ American Association of State Colleges and Universities
- ☐ American Association for Counseling and Development
- ☐ American College Personnel Association
- ☐ American Council on Education
- ☐ Association of College Unions-International
- ☐ Association of College and University Housing Officers-International
- ☐ Association of Fraternity Advisors
- ☐ National Association for Women in Education
- ☐ National Interfraternity Conference
- ☐ National Panhellenic Conference
- ☐ National Pan Hellenic Council

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS

Case Study 1

Mark Ford is the Student Government Association (SGA) president of Hammond University, a religiously affiliated institution. He is a popular campus figure and visible in many discussions that affect students' lives. The Alumni Association recently named him Student of the Year and has recruited him to sit on the Board of Directors, as a Student Member-At-Large. The success Mark enjoys is related to his effectiveness as a student leader and his likable personality.

Founded in 1790, Hammond University espouses a mission of "...higher education for higher moral development." Hammond University students are to act as examples and leaders of moral uprightness in a world that has lost its sense of direction. This mission was written to permeate all aspects of the university, including the activities and behaviors of student members in the community.

Hammond is a small, coed, institution located in a Midwestern town. The towns people and University share good relations. Many community members participate in activities sponsored by the university. The good relations can be attributed to commonalities between the traditional values of the towns people and the university, which are bound by the original tenets of its sponsoring religious organization.

Tensions on campus reached a fever pitch at Hammond when Mark decided to "come out" to the members of the SGA. The news spread rapidly as members of the student body, the church, the local community, and the media all became interested in this new development.

Initially the students were receptive to the news about Mark. Many students quietly admired Mark's courage to acknowledge his sexual preference, given the possible negative backlash. However, some students felt he should resign as SGA president. Students began questioning Mark's motives, decisions, and ultimately, his ability to provide true moral leadership. The concerned students thought his resignation would reduce the tension and ultimately best serve all those concerned.

The local newspapers made Mark's announcement front page news, prompting several calls from the community and the Alumni Association. The Alumni Association president would like to rescind the Student of the Year Award given to Mark and suggest that he be sent immediately to the Counseling Center. The Alumni along with the media want to know the University's position in this matter and what the administration plans to do about this student.

Please consider the following questions:

1. How can institutional staff members be supportive to Mark?
2. What are the policy considerations in this case given the university's mission?
3. What are the legal implications of rescinding the award to Mark? Or his forced removal from office?
4. Given the private status of this institution, how would the case differ if the incident took place at a public university?

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS



Case Study 2

The Student Affairs staff of Progressive University prides themselves on being at the cutting edge of issues that influence students' lives on campus. The staff members in the division are active professionally, and they are usually open to innovative programming ideas designed to improve the quality of life for students.

Gladys, the Director of Orientation, attended a conference last month that suggested higher education institutions are not doing enough to welcome gay, lesbian, and bisexual students. Most institutions do not discuss the topic at all. Others attempt to mask the information by mentioning within the contexts of general presentations. According to the conference speakers, very few colleges and universities make it a point to even acknowledge students who have different sexual orientations.

The conference was insightful; Gladys learned that colleges and universities could assume that approximately 10% of their population is gay, lesbian, or bisexual. She also learned that some gay/lesbian students live on-campus in fear of verbal and/or physical harassment or just being discovered. Clearly the situation on campuses for many gay/lesbian students seemed frightening and unbearable.

The conference information forced Gladys to think about Progressive's Orientation program content. It was clear that information about different sexual orientations was not included in the program. At Progressive, they didn't even address the topic in passing. Gladys, felt somewhat guilty about this revelation, and resolved to change this year's orientation program. She instructed her staff to collect information and to develop a half-day workshop focused on sexual orientation.

The Orientation staff created a dynamic, interactive workshop on sexual orientation which provided for small group discussion, video-taped segments about sexual orientation, and a panel discussion with gay/lesbian students, faculty, and staff. The information on the sexual orientation workshop was inserted into the already pre-printed orientation materials.

On Monday, two weeks before fall Orientation, Gladys received five cancellation letters requesting a refund for the orientation program. By the end of the week, 20 parents had cancelled on behalf of their students. Many parents explained that they would not have their son/daughter subjected to "those" types of views. The Director of Admissions phoned the Office of Orientation seeking answers to what seems to be a dramatic increase in cancellations. The Director of Admissions has scheduled a meeting with Gladys and the Dean of Students to discuss the matter.

Assume you are in Gladys' role and respond to:

1. What are the issues in this case?
2. Would you make the session optional? If so, what would be your rationale to gay/lesbian, students, faculty, and staff?
3. How would you respond to the parents and students who cancelled?
4. What strategies for a solution would you recommend to the Director of Admissions and the Dean of Students?

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS



Case Study 3

Eleanor is a graduate research fellow at All-Star State University. Her fellowship provides for tuition, on-campus housing, and a generous stipend for living expenses. Eleanor lives in a first floor apartment of the graduate domestic and married student housing complex.

Traditionally, only legally married couples were allowed to live together in what was formerly married student housing at All Star. However, Eleanor was able to convince Sean, the Director of Residence Life, to recognize committed relationships between gay and lesbian couples. As a result, Eleanor has lived with her partner Joyce, another university graduate student, in the apartment provided by the University for the last two years.

Through the efforts of Eleanor, several other gay and lesbian couples have also lived together in domestic partners and married student housing. That is, until the new Vice President for Student Affairs arrived.

Toward the close of fall semester a formal memo was received by Sean from the new Vice President stating, that beginning next fall only legally married couples would be allowed to live in University owned housing. This directive affected both student and staff housing arrangements. According to the Vice President, anyone not legally married would be required to seek accommodations off-campus.

Please consider and respond to the following:

1. If you were the Director of Residence Life, how would you respond to the Vice President?
2. What recourse do these students have in light of the Vice President's directive?
3. Are there possible legal ramifications in this case?
4. What message, if any, is the Vice President sending?

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS

Case Study 4

A small coalition of students on your campus recently requested the Student Affairs staff and faculty participate in and support the creation of an AIDS Education Task Force. They also have begun approaching the Student Government Executive Council to explore student funding for such a task force. This coalition of students currently consists of eight men and two women. One morning, two male members of the group spoke with the Dean of Students about the fact that each of their residence hall room doors have been spray-painted with the words: "faggots deserve to die." They report that other hall residents know of two residents who "keep spray paint in their rooms" but have never seen them use it. Campus police (in conjunction with the local police department) are seeking a warrant to search these two students' rooms.

Later in the week, the student newspaper quotes the student government president as stating, "We have to devote our money to issues which affect the majority of students, not just a small group." This statement was part of the Executive Council discussion about the funding request for the AIDS Education Task Force in which the request was denied.

Discuss the relevant issues of this case by considering the following questions:

1. What established policies and procedures on your campus are applicable to the incident previously described? Are new policies needed to address these types of incidents?
2. Who receives information about these policies, grievances, and appeal procedures?
3. As a student affairs staff member, would you support the students' request? If so, how? Also, would you participate?
4. How would you respond to the Student Government Executive Council concerning their decision? What advice, if any, would you offer the group of students seeking the creation of the AIDS Education Task Force?

Above case study written by: Jean Joyce-Brady

Excerpt from: Reynolds, A. L., & von Destinon, M. A. (Eds.). (in press). Campus Violence Manual. Alexandria, VA: American College Personnel Association, Campus Violence Project.

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS

RESOURCE LIST

This resource list has been developed to assist viewers of the teleconference. It is a survey of some of the literature available on gay, lesbian, and bisexual topics. It is a representative list and is by no means all inclusive. The list can be used before the teleconference to locate readings that may benefit viewers. Used in conjunction with the broadcast, these resources should assist colleges and universities in designing comprehensive programs suitable for their specific needs.

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"UNDERSTANDING AND MEETING THE NEEDS OF GAY,
LESBIAN, AND BISEXUAL STUDENTS"

A NASPA and NUTN teleconference--February 6, 1992

Additional Resources

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Page 3--Additional resources for February 6 teleconference

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Resources, cont'd.

For additional information on gay, lesbian, and bisexual topics, contact:

Equity Institute
6400 Hollis Street, Suite 15
Emeryville, CA 94608

Federation of Parents and Friends
of Lesbians and Gays, Inc.
PO Box 27605
Washington, DC 20038-7605

National Gay & Lesbian Task Force Policy Institute
1734 14th Street, NW
Washington, DC 20009-4309

The Campaign to End Homophobia
PO Box 819
Cambridge, MA 02139

The Lambda Legal Defense and Education Fund, Inc.
666 Broadway
New York, NY 10012

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Additional Sample Listing of
Gay, Lesbian, and Bisexual Organizations:

For more information on gay, lesbian, and bisexual topics,
contact:

NASPA Gay, Lesbian, and Bisexual Concerns Network
c/o Mark von Destinon
Administration 401
University of Arizona
Tucson, AZ 85721
(602) 621-1947

ACPA Standing Committee on Lesbian, Gay, and Bisexual Awareness
c/o Amy Reynolds
University Counseling Services
S-330 Westlawn
University of Iowa
Iowa City, IA 52242
(319) 335-7294

Directory of Homosexual Organizations and Publications
Homosexual Information Center
4758 Hollywood Boulevard, Suite 208
Hollywood, CA 90028

American Civil Liberties Union (ACLU)
Lesbian and Gay Rights Project
132 West 43rd Street
New York, NY 10036

Asian American Lesbian and Gay Men's Coalition
Box 2337
Philadelphia, PA 19103

Association for Gay, Lesbian and Bisexual Issues in Counseling
Box 216
Jenkintown, PA 19046

Black and White Men Together
PO Box 148, Ansonia Station
New York, NY 10023

Fund for Human Dignity
666 Broadway, Suite 410
New York, NY 10012

Gay American Indians
Box 2194
San Francisco, CA 90024

Gay and Lesbian Advocates and Defenders
PO Box 218
Boston, MA 02112

Page 2--Additional Gay, Lesbian, and Bisexual Organizations:

Gay and Lesbian Latinos Unidos
PO Box 85459
Los Angeles, CA 90072

Gay Rights National Lobby
Box 1892
Washington, DC 20013

National Bisexual Network
584 Castro Street, #422
San Francisco, CA 94114

National Coalition of Black Gays
Box 57236, West End Station
Washington, DC 20037

National Federation of Parents and Friends of Gays
5715 16th Street, NW
Washington, DC 20011

National Gay Youth Network
PO Box 846
San Francisco, CA 94101

National Latin Lesbian and Gay Organization (LLEGO)
PO Box 44483
Washington, DC 20026

NETGALA (College and University Alumni/ae Associations)
1442 Q Street NW
Washington, DC 20011

1/10/92

15b

UNDERSTANDING AND MEETING THE NEEDS OF GAY, LESBIAN, AND BISEXUAL STUDENTS



PARTICIPANT PROGRAM EVALUATION

Please comment on the following aspects of the teleconference:

1. What were your expectations for this teleconference?

2. How well did the teleconference meet your expectations? Why or why not?

3. Did the site facilitators provide copies of the bibliography and resource materials for you? If so, how useful were the materials?

4. What were the positive aspects of the teleconference?

5. What were the negative aspects of the teleconference?

6. What suggestions do you have for improving future teleconferences?

7. What topics would you like to see developed for future teleconferences? Who would you recommend as panelists?

8. Additional comments or suggestions:

Please return to the program facilitator. Thank you.